

THE SOCIAL IMPACT OF JAPANESE HIGHER EDUCATION : THE CASE OF INDONESIAN HIGHER EDUCATION RECIPIENTS AND THEIR OCCUPATIONS

Bob Waworuntu

*Faculty of the Department of Business and Public Administration
School of Social Science and Political Science
University of Indonesia*

Introduction

International relations in the field of education are crucial to promoting further understanding and friendship among peoples of different countries. Since the thirties Japan and Indonesia have had a successful relationship in the field of education. Indonesian students were sent by their parents to Japan to study in higher educational institutes. Education not only broadens the students' vision, skills and knowledge but is also important in ensuring broader social goals. Every society must make some provision for deciding which of its members shall occupy various positions in society and perform the roles necessary for its continuation and development. Armer and Youtz (1971) found that education brought about significant changes in attitudes, which signaled societal change for the better. Another study by Inkeles and Smith (1974) and a more recent study by Cummings (1980) in Japan revealed more or less the same findings. The level and kind of education has long been recognized as one of the most pervasive influences on other aspects of an individual's life. It is also believed that education may have a social impact on the individual: not only on his attitude, but also on his aspirations and social stratification. This inquiry will look at the social impact of Japanese higher education on Indonesian recipients who studied in Japan, in terms of what occupations these individuals hold in the late eighties. It is true that many factors contribute to where one ends up in society. Educational achievement makes a great difference in the kinds of opportunities open to a given individual, regardless of what other attributes he may have. Also the skills and knowledge the individual acquires during the course of his education are important factors in the process of job-allocation. This paper does not look at all these factors, but will concentrate on the occupations of Indonesian recipients of Japanese higher education in the late eighties, based on the available data.

Table 1

**SAMPLE SIZE OF INDONESIAN STUDENTS WHO STUDIED IN HIGHER
EDUCATION INSTITUTES IN JAPAN FROM THE 30S UNTIL THE 80S**

Student Group	Sample Size	Percentage
Group 30s and 40s	65	5
Group 50s	82	7
Group 60s	444	36
Group 70s	206	17
Group 80s	426	35
Total Sample	223	100

The data

The inquiry is based on data obtained from the list of Indonesian Alumni from Japan (Daftar Alumni dari Jepang) provided by the Association of Indonesian Alumni from Japan (Perhimpunan Alumni Dari Jepang - PERSADA). The sample size of 1223 Indonesian recipients are registered PERSADA members from an estimated membership of 2000 people who were admitted at Japanese tertiary educational institutes, from the thirties until the eighties. The sample is classified into cohorts based on the decade they studied in Japan. In the sample, the current occupations and whereabouts of some 469 respondents are unclear.

The sample distribution is shown in Chart I in Annex and Table 1. The smallest group of respondents is the group that received their higher education in the thirties and forties, followed by the group that studied during the fifties. Indonesia before World War II was a Dutch colony. For this reason it is likely that Indonesian parents sent their children to pursue higher education in the Netherlands. In the thirties, education and specially higher education was reserved only for the aristocracy and the offspring of the wealthy. During the early forties the Japanese government extended scholarships to Indonesian students from noble families. In 1941, only some 1246 students in Indonesia from a total population of 70.5 million were found in higher educational institutes, which conferred only 75 certificates in that year (Central Bureau of Statistics). During the Second World War and during Indonesia's independence struggle, the number of students studying overseas decreased. After independence an educational program was launched by the Indonesian government. In the fifties Indonesian students who studied at Japanese higher education institutes increased by 26 percent compared to the cohort of the thirties and forties. During this decade the government provided funds for higher education, which was expected to produce the specialists the country needed. The sixties experienced the highest increase of Indonesian students who pursued their higher education in Japan, i.e. five-and-a-half times the number of students who studied during the fifties. The reason behind this tremendous increase was the War Reparations compensation by Japan. Students who freshly graduated from high school and those who had not finished the Indonesian higher education system were sent to Japan to continue their study overseas. In the seventies however, the number of students who studied at Japanese universities decreased by more than half compared to the sixties.

During this period Indonesia implemented the first and second stages of the Five Year Development Plan, which concentrated on priorities other than higher education. In addition, the government's attention was claimed by the oil boom in the early seventies. However, in the following decade the total students studying abroad, particularly in Japan, doubled due to the accessibility of foreign loans for development and education purposes, which were extended by several industrialized countries and by the World Bank.

Fields of Study

The field of study of the respondents is divided into 9 categories: applied science and technology, natural science, medicine and allied studies, education, social science, mathematics, law, humanities, and business management. The analysis of these fields is tabulated in Charts II to VI in the Appendix and Table 2. As fields of study, applied science and technology are the first choices of most higher education recipients. Mathematics as a field of study did not show in any of the cohorts. Natural science during the first two decades was not statistically perceptible as a field of study but was chosen as the least preferable field of study by the last three cohorts. In most of the groups, medicine and allied fields are ranked as third choice among recipients of Japanese higher education. Except for the cohort of the fifties, medicine and allied fields of study were ranked second. From the thirties until the fifties education as a field of study was not chosen by any of the respondents. However, it became more important during the seventies and was ranked as a second choice. It seems that social science including economics during the thirties and forties and later in the eighties was a highly-ranked field of study among the respondents. Particularly in the eighties, studying economics in a highly developed and industrialized country such as Japan was seen as being beneficial to the growth and knowledge of the student. Law ranked last and during the fifties did not even appear as a chosen field of study. Humanities started to be chosen as a field of study during the sixties, but never held an important rank across the last three cohorts. Business and management ranked third and second during the fifties and sixties.

Table 2

RANK OF CHOSEN FIELD OF STUDY OF INDONESIAN STUDENTS AT JAPANESE HIGHER EDUCATION INSTITUTES FROM THE 30S UNTIL THE 80S

Field of Study	Group 30S & 40S	Group 50S	Group 60S	Group 70S	Group 80S
Applied Science and Technology	I	I	I	I	I
Natural Science	-	-			VI
Medicine and Allied					III
Education				II	IV
Social Science	II	IV	IV	IV	II
Mathematics					-
Law	IV	-	IV	VI	VI
Humanities			IV	III	V
Business and Management		III	II	V	V

Since the seventies it decreased in importance and showed up last in rank (Table 2). A possible explanation might be that for overseas study more funds for business and management were made available by countries such as the United States, Germany and the Netherlands.

Occupation Trend

The occupation analysis is based on Table 3, Chart VII until XI. During a fifty year time-span, from the thirties until the eighties, most of the higher education recipients of the thirties and forties ended up in private business and industrial enterprises, while some of them became government officials. The cohort of the fifties shows a reverse pattern; most of the recipients of Japanese higher education held government positions, while only a few became businessmen. Since most of the students in the sixties were financed by War Reparations money, recipients of Japanese higher education were primarily to be found engaged in state-owned business and industrial enterprises, and secondly held positions in the private sector. A different occupation pattern emerged during the seventies and eighties. Recipients of Japanese higher education were to be found in state educational institutes, and occupied positions as government officials. On the whole, the occupational pattern of cohorts from the thirties until the sixties is more evenly distributed than the occupational pattern of the cohorts from the two last decades.

Table 3

RANK OF CHOSEN OCCUPATION IN THE LATE 80S OF INDONESIAN STUDENTS WHO STUDIED IN JAPANESE HIGHER EDUCATIONAL INSTITUTES FROM THE 30S UNTIL THE 80S

Type of Occupation	Group 30S & 40S	Group 50S	Group 60S	Group 70S	Group 80S
Public Related					
Legislative Body	VI	-	VII	-	-
Executive Body	II	I	III	II	II
Judicial Body	-	-	VII	-	-
Business and Industrial Related					
State Owned	V	III	I	-	-
Private Owned	I	II	II	-	-
Japanese Owned	V	IV	IV	IV	-
Foreign Non-Japanese Owned	III	-	VI	-	-
Educational Related					
State	VI	IV	V	I	I
Private	-	-	VII	III	III
Hospital Related					
Private Hospital	-	-	VII	-	-
State Hospital	IV	IV	VII	-	-
Other Occupations	-	-	-	-	-

Despite a considerable increase in the number of higher education graduates throughout Indonesia, they belong to the smallest percentage of the labour force. The majority are in the professional, administrative, clerical and operational occupations. Over the years large numbers of available graduates have been moving into state employment, since a civil servant for most individuals is considered as holding high social status, which is prestigious in the eye of the beholder. Recipients of Japanese higher education, except for the cohort from the sixties, were mostly civil servants at the time they were sent abroad. When they return to Indonesia they reoccupy their former position or are assigned to a higher one.

Policy Implication

It is obvious from the data analysis that the Indonesian and Japanese policy makers have not yet paid full attention towards fitting Indonesian graduates from Japanese higher educational institutes into the positions they occupy in the society commensurate with the education they obtained. Indonesian students who received fellowships from the Indonesian or Japanese government consistently were clustered in the field of applied science and technology, were scarcely found in natural science and were absent from the field of mathematics altogether. In the last two decades both governments have sent individuals from the public sector and the Higher Education sub sector. In doing so, no attention was paid to the private sector. As a result of this policy students who were sent to Japan originally already occupied a position in government bodies and public higher educational institutes in Indonesia. Consequently when they returned to Indonesia they reoccupied the same position or were promoted. The general implication is that although the students took different fields of studies while studying in Japan, their later occupations are concentrated in the public sector only, i.e. in government bodies and at state universities.

Recommendations of this study are addressed to the general equality and effectiveness issue. Strategies to improve efficiency are of importance to Indonesian and Japanese policy-makers. The focus of the equality improvement recommendation is to concentrate more on prospective university students who come from different levels of society, to provide equal chances for capable youngsters with academic inclinations. From a management perspective, strategies should be designed to improve the effectiveness of recipients of Japanese higher education, in terms of their skills and knowledge acquired in Japan, and the placement of these individuals in various positions in the society. Two other recommendations which are of equal importance concern the substance and appropriate methods for further research related to equality improvement for overseas study and effectiveness of job allocation for overseas graduates who return to their home country.

REFERENCES :

- Armer, Michael and Robert Youtz. "Formal Education and Individual Modernity in an African Society," *American Journal of Sociology* 76: 604-26, 1971
- Central Bureau of Statistics. *Statistical Pocketbook of Indonesia*, 1941
- Cummings, William K.. *Education and Equality in Japan*. Princeton, N.J.: Princeton University Press, 1980.
- Inkeles, Alex and David Smith. *Becoming Modern: Individual Change in Six Developing Countries*. Cambridge, Mass.: Harvard University Press, 1974.
- Kantor Penerangan dan Kebudayaan Kedutaan Besar Jepang (Japanese Embassy Information and Cultural Office). *Daftar Alumni Indonesia dari Jepang (List of Indonesian Alumni from Japan)*. Jakarta: Kedutaan Besar Jepang, 1987.

APPENDIX

Chart I
 INDONESIAN STUDENTS WHO STUDIED IN HIGHER
 EDUCATION IN JAPAN (1930s UNTIL 1980s)

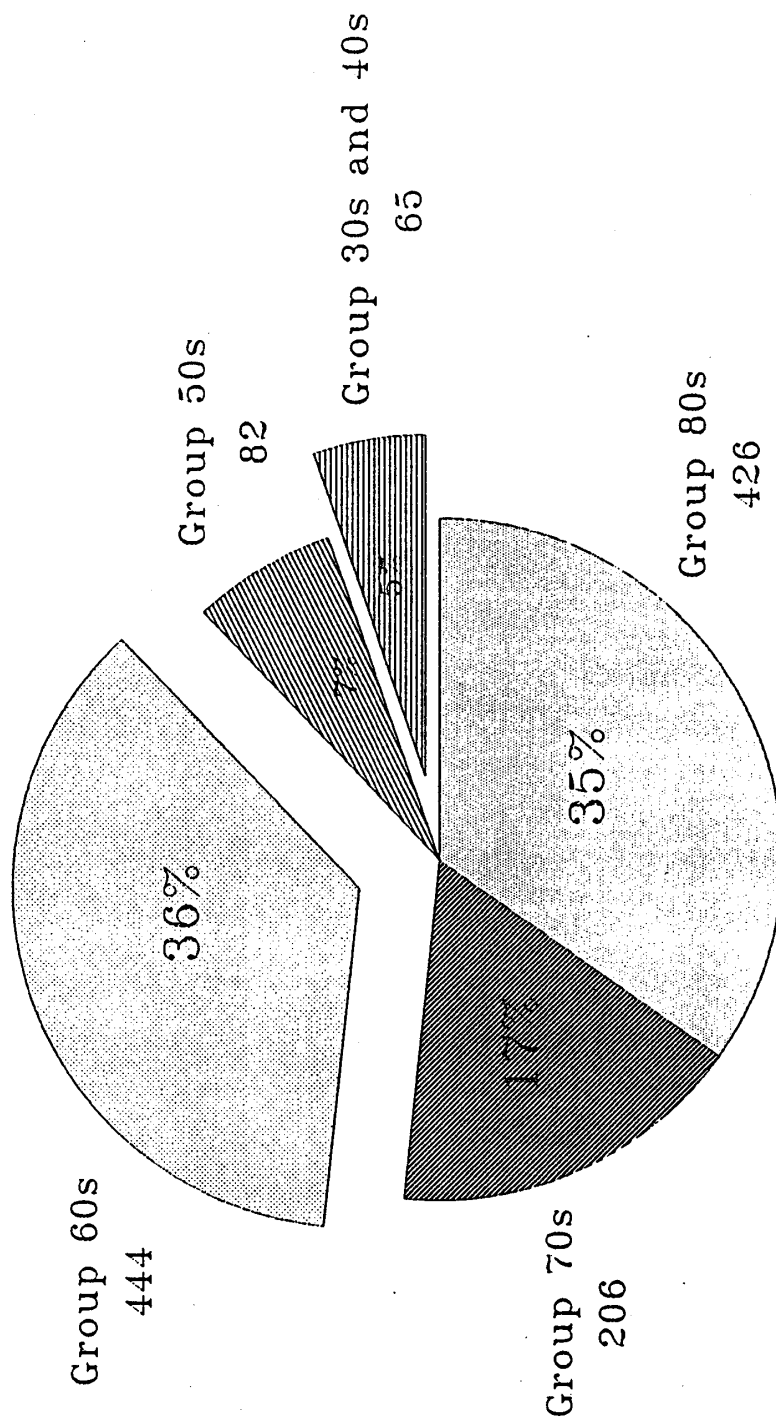


Chart II
INDONESIAN STUDENTS WHO ENTERED HIGHER
EDUCATION IN JAPAN (1930s AND 1940s)

Applied Science & Tech.

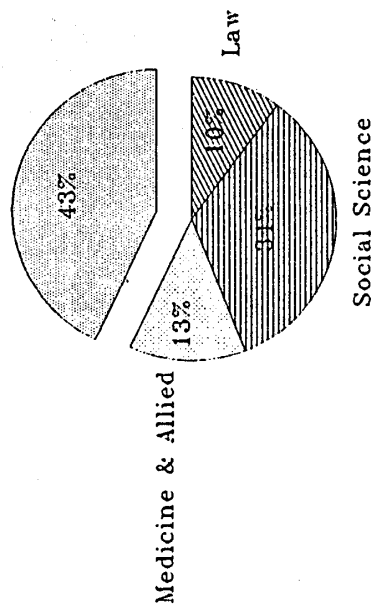
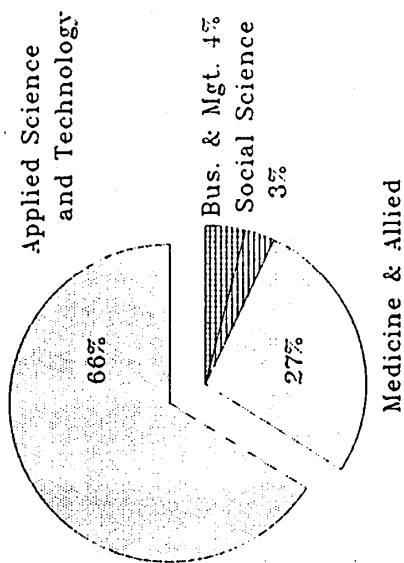
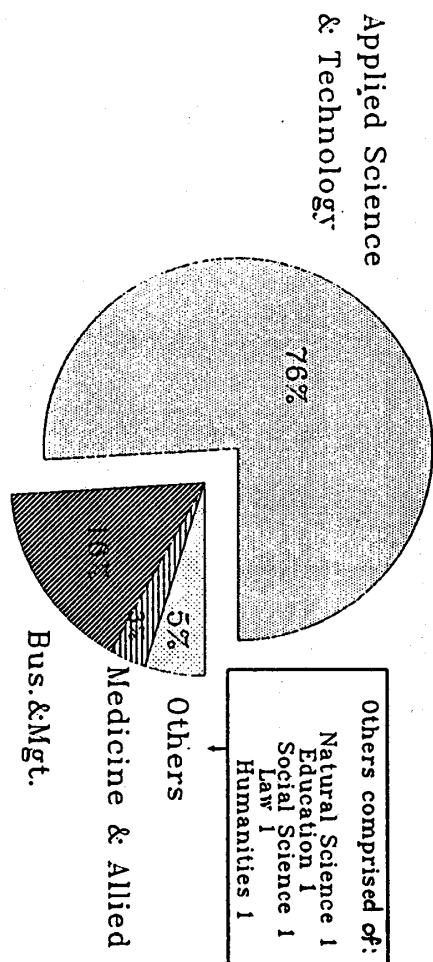


Chart III
INDONESIAN STUDENTS WHO ENTERED HIGHER
EDUCATION IN JAPAN (1950s)



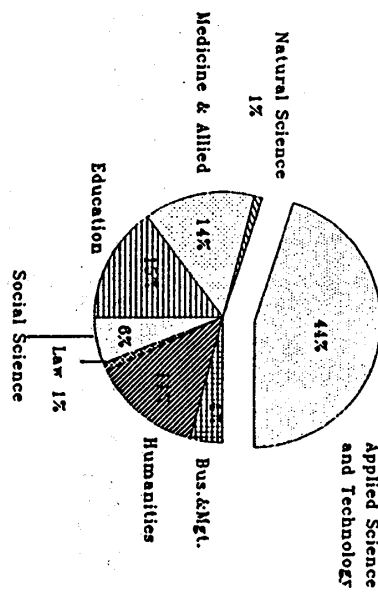
INDONESIAN STUDENTS WHO ENTERED HIGHER EDUCATION IN JAPAN (1960s)

Chart IV



INDONESIAN STUDENTS WHO ENTERED HIGHER EDUCATION IN JAPAN (1970s)

Chart V



INDONESIAN STUDENTS WHO ENTERED HIGHER EDUCATION IN JAPAN (1980s)

Chart VI

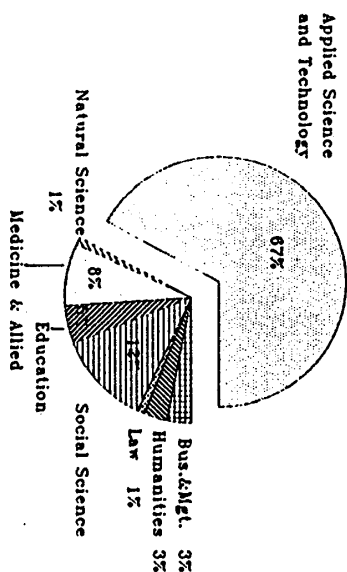


Chart VII
INDONESIAN STUDENTS WHO STUDIED IN HIGHER
EDUCATIONAL INSTITUTES IN JAPAN DURING THE 30s AND 40s
AND THEIR CURRENT OCCUPATIONS IN THE LATE 80s

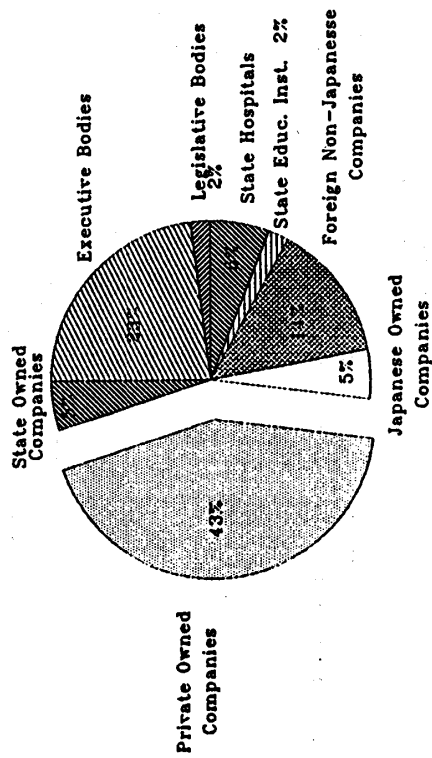


Chart VIII
INDONESIAN STUDENTS WHO STUDIED IN HIGHER
EDUCATIONAL INSTITUTES IN JAPAN DURING THE 50s
AND THEIR CURRENT OCCUPATIONS IN THE LATE 80s

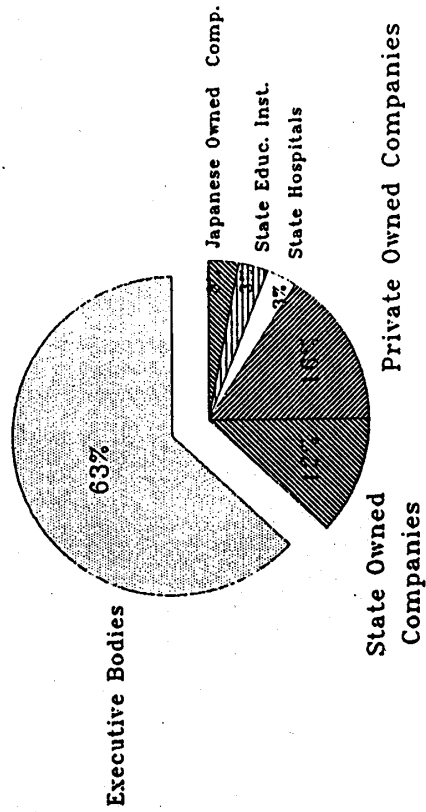


Chart IX
INDONESIAN STUDENTS WHO STUDIED IN HIGHER
EDUCATIONAL INSTITUTES IN JAPAN DURING THE 70s
AND THEIR OCCUPATIONS IN THE LATE 80s

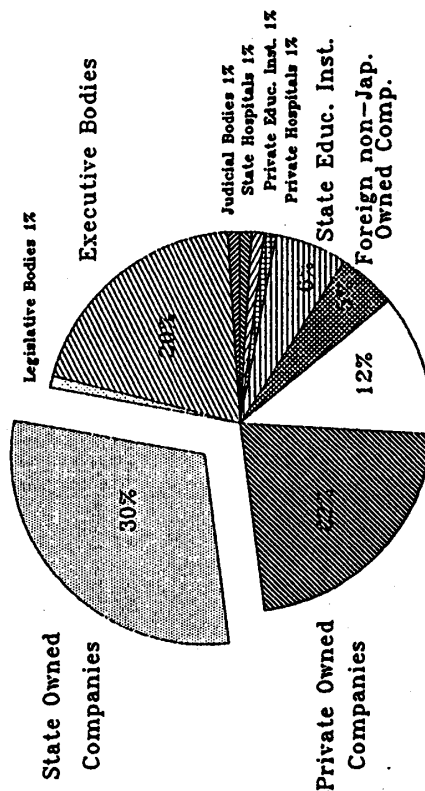


Chart X
INDONESIAN STUDENTS IN THE 70s
STUDIED IN THE HIGHER EDUCATION INSTITUTES
IN JAPAN AND THEIR CURRENT OCCUPATIONS IN LATE 80s

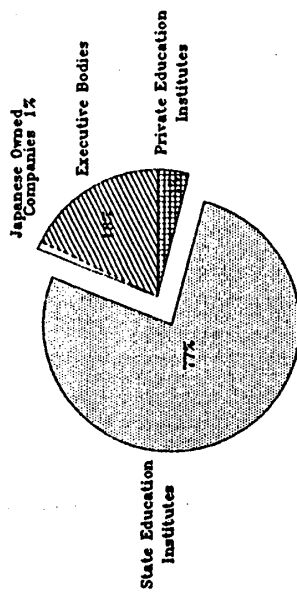


Chart XI
INDONESIAN STUDENTS WHO STUDIED IN HIGHER
EDUCATIONAL INSTITUTES IN JAPAN DURING THE 80s
AND THEIR CURRENT OCCUPATIONS IN THE LATE 80s

